

**Individualized Education Program
(IEP)
Guidebook:
Directions for Completing
the IEP Form**

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and the
Rhode Island Technical Assistance Project
at Providence College
First Edition
October 14, 1998

Introduction

Each school district in Rhode Island must ensure that it uses the Individualized Education Program (IEP) form developed by the Rhode Island Department of Elementary and Secondary Education in its entirety and without any alterations. This guidebook has been developed to provide districts with directions on how to complete the state IEP form.

The IEP must be developed by a team of individuals which (at a minimum) includes the parent, the regular education teacher, the special education teacher, the school district representative, and the student, if appropriate. At least one of these individuals must be able to interpret the instructional implications of evaluation results. In completing the IEP, the Team must consider the student's needs in the following areas: academics, communication, functional, emotional/social, sensory, motor, health, and vocational. For students 14 years of age, or younger if appropriate, these needs should also encompass employment, post-secondary education and training, independent living, and community participation. These needs serve as the foundation of the IEP and are generated from the results of evaluations. These evaluations can be formal (such as the results of testing), or informal (such as the results of observations or analysis of day to day work samples). All team members should contribute to the development of needs, especially parents and the student

The state of Rhode Island is committed to providing educational opportunities for all students to achieve to high standards. For students with disabilities this means that the student must be provided with a free, appropriate education, designed to meet his or her needs which will provide the student with access and opportunity to attain those high standards. Their education must also be provided in the least restrictive environment, which for most students is the regular classroom. The foundation of the program to be provided to the student with a disability is the Individualized Education Program. In developing the IEP, the team should keep, as its focal point, the standards that all students, including students with disabilities, are required to meet. If a team is unfamiliar with the standards, Appendix I provides an exercise designed to familiarize team members with them and their relationship to IEP goals.

Once a need is defined, the team will describe what the student can do (strengths) and what the student needs to be able to do (needs) in this area. This is referred to as the *present level of performance*. In describing the present level of performance, the team should keep the standard in mind by identifying what skills/strategies the student needs to have to meet the standard. Then the present level would be a description of those skills the student has and which s/he needs to attain. From the present level of performance, the team would identify the standard or district curriculum benchmark that the student could reasonably attain in a twelve-month period of time. For most students their twelve-month period of time will be the normal school year (i.e. September to June.) For others this twelve-month period could mean that their program is extended through the summer months. Interim steps (short-term objectives or benchmarks) towards attaining the annual goal would be specified. These interim steps will include criteria, procedures, and schedules for determining if they have been achieved. Also, the team will

determine what accommodations, modifications, assistive technology, and support to school personnel are required to assist the student in achieving the goal. Finally, the team will ascertain the special education services that are necessary to enable the student to be educated in the least restrictive environment.

When completed, the IEP represents a blueprint of the program that will be provided to the student with disabilities. It represents a document that is consistent and flows logically from needs to goals to services.

Cover Page

Meeting Date(s): Print month, day and year of all meetings held to develop the IEP. Some students may require several meetings to complete the IEP document. List all dates.

1) Identifying Information

- **Student:** Print student's full name.
- **DOB:** (Date of Birth), Print the Month, Day and Year.
- **Gender:** Print M for Male or F for Female.
- **Age:** Student's chronological age at time IEP is written. Print year and month.
- **Social Security (#/11):** This section is optional. Districts may assign a student an identification number (ID #) or they may request the student's social security number for an identification number. This may assist in completing medical reimbursement paper work. Families, however, do not have to provide the student's social security number to the district.
- **Parent(s):** Print the parent(s) full name.
- **Address:** Print family's full address including city, state and zip code.
- **Home Phone:** Print home and/or work number of parent.
- **School District:** Print the name of the school district legally responsible for the student's program.
- **Current Grade:** Print grade student is in at time of IEP meeting. All students should have a grade designation.
- **Home School:** Print name of school student would attend if the student did not require special education. In some districts this is called a neighborhood school
- **Current School:** Print name of school student attends at the time of the IEP meeting.
- **Contact Person's Name:** Each student should be assigned an individual whom the student and/or family can contact if they have questions regarding the IEP or its implementation. For some districts this person may be referred to as service coordinator or case manager. If a student is in a special day school or residential setting s/he may have one case manager from his/her school district and another from the day or residential school.
- **Phone Number:** Print the phone number of the student, family or other service providers can use to get in touch with contact person.
- **Student's Dominant Language:** e.g. English, Spanish, etc.

- **Language of the Home:** Print family's dominant language.
- **Initial IEP:** Check if this IF-P is the student's first IF-P.
- **Review:** Check if this IEP is not the student's first IEP.
- **IEP Effective from_to:** **Print** month, day and year this IEP begins and when it ends.
No IEP can be written for more than a twelve month time frame.

2) IEP Participants' Signatures:

Individuals participating in the development of the IEP should sign. It should be emphasized that signing does not indicate agreement with the content of the IEP at this time. Signing at this point documents that the participants who must be at the meeting are actually present. Participants include: parent; regular education teacher; special education teacher, representative of the agency who: (a) is qualified to supervise or provide specialized instruction; (b) is knowledgeable about the general education curriculum; (c) is knowledgeable about the resources of the district; (d) can commit agency resources; and, an individual who can interpret the instructional implications of evaluation results (this could be someone already named); student whenever appropriate and others at the discretion of the agency or parents.

ONLY INDIVIDUALS PARTICIPATING IN THE DEVELOPMENT OF THE IEP AND PRESENT AT THE IEP MEETING SHOULD SIGN.

3) Description of Student's Strengths and Needs in the General Curriculum:

In this section the IEP team should discuss the student's strengths and needs and record team members' findings. The information for this section should come from a variety of sources including performance-based or standardized assessments (e.g. portfolios, work products, observations, test results, etc.) provided by the family member, the student, the classroom teacher and other professionals. The content of this section should reflect:

- A. How the student's disability affects progress in the general curriculum.
- B. How the student learns.
- C. Modifications and accommodations that are effective in assisting the student to progress in the general curriculum, including testing accommodations.
- D. Strategies for assisting the student to retain or recoup skills learned following school break and/or other extended absences.
- E. In this section the Team might also refer to the student's health plan if there are certain procedures that need to be followed for a medical condition.

In discussing needs the Team should be sure to consider all of the following areas: Academic, Communicative, Motor, Sensory, Health/Physical Status, Behavior/Discipline, Emotional/Social, and Functional/Vocational. For students 14 or older: Employment, Post Secondary Education and Training, Independent Living, Community Participation.

Transition Page

4) Transition Services:

Must be completed for all students 14 years of age, or younger if appropriate. Transition services are intended to focus the student, family and team on what the student will do after leaving

school and what needs to happen to prepare for these outcomes. The team must take into account the student's preferences and interests; and include instruction, related services, community experiences, the development of employment and other post-school, adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Beginning at age 14 (or younger if appropriate), and updated annually, the IEP must include a statement of transition services including (if appropriate) a statement of any interagency responsibilities and needed linkages. As a member of the Transition IEP team, the student is expected to be involved to the greatest extent possible in all aspects of plan development and implementation. Transition services must be addressed in each of the following areas:

- a. Employment (including Supported Employment)
- b. Post-Secondary Education & Training (including continuing and adult education, vocational education, etc.)
- c. Independent Living (including all skills to live independently, adult service supports, medical and legal needs, etc.)
- d. Community Participation (including leisure and recreation, transportation, etc.)

This page should be included in every IEP. Families of students younger than 14 expressed a strong need to include the transition page, even if it would not be completed, to help them appreciate the type of planning that will need to take place once their child reaches the age of 14.

5) When I exit school:

The student's long term goal is the goal the student hopes to pursue when s/he exits school. This goal can be broad for a student early in the transition process, becoming more specific as a student nears graduation.

6) Course of Study:

Beginning at age 14, a student's course of study must reflect the transition long term goals (#5 above). Although a specific decision in each transition area may not be determined at 14, courses and program placement should assist students to reach their aspirations and potential.

7) The needs in the Transition Area:

The annual needs in Transition indicate areas in which transition activities will occur (Employment, Post Secondary Education and Training, Independent Living and Community Participation). Each area indicated should be identified in the Annual Goals (item 14) and Benchmarks or Short Term Objectives (item 15). By placing a check mark on the Short Term Objectives table (under the column marked "T") team members can identify objectives that relate to specific Transition need areas.

8) I do not have annual goals in the following areas:

If a student does not need transition services in a particular area, it should be indicated here, along with the basis upon which this determination was made.

9) I will need the assistance of the following agencies in order to reach my long-term goals.

Beginning at age 16 (or younger if appropriate), if agencies other than the school department are needed, these interagency responsibilities or linkages must be identified. Specific actions of agencies can be identified on the Short Term Objectives table (item 15) in the column marked “Service Provider.” **Item 10** is a concurrent summary of all involved agencies with the name of the student’s **contact person** (11) and **phone number**. (12)

Annual Goals Page

13) Present Levels of Performance: What do we know about the student?

In order to explain the effect of the student’s disability on his/her performance in this area describe what the student does (strength) and does not do (need) in objective, measurable terms. Test scores alone are not sufficient. Describe how the student’s disability affects the student’s progress in the general curriculum, including performance goals, or for preschool children, how the child’s disability affects the child’s participation in appropriate activities. The present level should reference the student’s performance on district level benchmarks and on progress on objectives from the previous IEP. Please refer to the sample IEP in this guidebook for examples of students’ Present Levels of Performance.

14) Annual Goals: Goals should lead to the student being involved in and making progress in the general curriculum. There should be at Least one annual goal for each present level of performance in areas of need. A goal should be measurable and describe what the student can reasonably attain in a 12 month period (although it can be written for less than 12 months). The focus of the goal should be on district level benchmarks in age appropriate curriculum areas to the greatest extent possible. Please refer to the sample IEPs in this guidebook for examples of Annual Goals.

15) Benchmarks and/or Short-term Objectives: A team could specify curriculum benchmarks or short term objectives. The focus of these should be to enable the student to participate in the general curriculum or meet other educational needs. Since either the short term objectives or the benchmarks indicate intermediate steps between the present level of performance and the annual goal, there should be more than one benchmark or objective written for each goal statement. They should be written in terms of the child’s performance. Each benchmark or objective has the criteria, procedure and schedule directly linked to it, but they are listed in separate columns to call a team’s attention to them. For example,

<u>Objective</u>	<u>Criteria</u>	<u>Evaluation Procedure</u>	<u>Schedule</u>
The student will retell a grade appropriate story in writing	Story retell with beginning, middle, end characters, setting	Written retell	Quarterly

The objective specifies what the student will do as s/he progresses towards attainment of the

annual goal.

16) The criteria specifies how well the student must perform the objective to be considered successful. The criteria must be stated in objective, measurable terms so that anyone reviewing the student's work or performance would be able to determine if the student had achieved the objective, i.e. met criteria. Examples of criteria are listed on the descriptor page of the IEP and in the sample IEPs in this guidebook.

17) Procedure describes how the student's performance will be evaluated. It is important that the procedure be a method that can provide documentation to families and other team members when reviewing a student's progress on the objectives. Examples of procedures are included on the descriptor page of the IEP and in the sample IEPs in this guidebook.

18) Schedule defines when the student's progress on the objective will be measured. Districts must report on the student's progress towards attainment of IEP goals as often as they report on the progress of nondisabled students. Therefore, more IEP Teams have found it useful to schedule the measurement of objectives quarterly, such as November, January, April and June. Additional examples of schedules are provided on the descriptor page of the IEP and in the samples provided in this guidebook.

19) T: Transition: check this column if the objective refers to a transition area discussed on the transition page of the IEP.

20) Progress Review: Minimally the review dates should coincide with district wide marking periods, although they may be more frequent. Since most districts' marking periods occur in November (Nov), January (Jan), April and June these are the ones specified. Some districts, whose marking periods are different from the ones specified, will have to change the months listed. Most students will have marks only in these 4 columns. The fifth column is used for students who receive services during the summer months.

21) Provider/Location/Services: The provider refers to the individual who will be responsible for implementing the objectives. The location is the point on the continuum of placements, such as: 5th grade classroom, resource room, self contained, etc. **Services** refer to the type of service that will be provided to the student. Examples of providers, locations and services are listed on the descriptor page of the IEP and in the sample IEPs in this guidebook.

22) Progress Toward Annual Goal: At quarterly review time the service providers should describe the extent to which progress is sufficient to enable the student to achieve the goal by the end of the year. Examples of comments to describe progress towards annual goals are provided on the descriptor page.

23) Reasons for Not Meeting Goal: If on the progress toward annual goal, the service provider notes that she/he does not anticipate that the student would meet the annual goal this section

needs to be completed. The service provider should specify reason(s) for the student not meeting the annual goal. Sample reasons are provided on the descriptor page and in the sample IEPs provided in the guidebook.

24) Consideration for Extended School Year (ESY)

To be determined on or before ___ (date). Some students will need to extend their school year through the summer to achieve the goal. There are several reasons why a student may need extended school year. For example, a skill may be just emerging, and it is important that the student's instruction not be interrupted by an extended vacation at this critical period. Other possible reasons are regression/recoupment analysis, nature and severity of the student's disability, the ability of the child's parents to provide educational structure in the home, behavioral and physical impairments, the ability of the student to interact with nondisabled peers, the student's vocational needs, the availability of alternative resources, on whether the requested services are "extraordinary" for the student's condition and emerging skills. When the IEP is developed the Team may not envision any need for extended school year services and in that case it would check off "not needed for the goal". If the Team does not feel it cannot make a decision at this time, it should specify the date it anticipates making that decision. Whenever the Team decides the student requires extended school year services it should specify the reason.

Supplementary Aids and Services Page

25) Supplementary Aids and Services to Support Child: In this section the Team will describe those supports that will assist the student achieve his/her goals and objectives and be involved in and progress in the general curriculum. These supports can take the form of supplementary aids and services, such as assistive technology; modifications and accommodations, such as reading a book to a student with a reading disability or providing extended testing time; and support to school personnel, such as providing in service training to teachers on a piece of computer software.

26) Areas: Identify the area, in which the supplementary aid, service, modification, accommodation or support to school personnel will be provided. Suggested areas are provided at the bottom of the page.

27) Goal: Which goal this supplementary aid, service, modification, accommodation, on support to school personnel will promote.

28) Description: The team should describe the supplementary aides, services, modifications, accommodations or support to school personnel to be provided to support the child to attain the goal. The description should include information on how often (frequency) and for how long (duration) these supports will be provided.

29) Date: Print the date that the supplementary aid, service, modification, accommodation and support to school personnel will begin (From) and end (To).

30) Location: Print the location of the service. Please refer to the descriptors on the descriptor page of the IEP. (# 34) for a suggested list of locations.

Special Education and Related Services Page

31) On this page the team will describe what special education supports and services need to be provided to the student to assist her/him in attaining the goal. This page represents a summary of the provider/location/services provided on the Annual Goal's Page.

32) Each annual goal should have been numbered and the number designated on the page.

33) Identify who will be responsible for providing the special education service and the type of service it will be. Please refer to the descriptors on the descriptor page and to the sample IEPs for examples of providers and services. (**items # 33 and 35**)

34) Location/Placement

Location/placement refers to the point on the continuum of special education services. Please refer to the descriptors on the descriptor page and to the sample IEPs for examples of locations/placements. If the location is the general education classroom, please list the location in the column marked "Reg. Ed". For example, a fifth grade classroom, a 10th grade science class. If the location is a special education setting, designate in the column marked "other". For example, resource room, self contained classroom, residential setting, etc.

35) Frequency Duration

The team should define how much special education support is needed to achieve this goal and define it by hours/days, days/week, weeks/month. If the time varies, for example one day the service is provided for 15 minutes, another day it is provided for 30 minutes, the team should indicate an average per day/ week or month.

36) Date

Define the starting date and ending date of the services to be provided to meet this goal For example, 9/20/98 to 9/20/99. This suggests that the service will be provided for a twelve month period of time. If the service is to be provided just during the 10 month school year. the team should write for example, 9/20/98 to 6/15/98 and 9/11/98 to 9/20/98.

37) Explanation for placement outside of (the general education setting)

This section is documenting the district's compliance with the least restrictive environment section of the RI regulations (Section One, V, 6.0.). By completing their section the team is demonstrating that they have considered the general education setting for each goal and stated an explanation of why it is not possible to provide supports in the general education classroom.

38) Determination of Time in Regular Education Program:

- a. Total hours in student's school week
- b. Total hours of Special Education Support or Services: Subtract amount of time spent

receiving special education support or services from special education personnel. This includes direct and indirect services (e.g. consultations).

- c. Time in Regular Education without Special Education Support or Services: Subtract b from a and it gives you the amount of time the child spends in regular education without special education support service.

39) Extent of Participation in Regular Education:

R.I. Regulations, Section One, V, 5.23. state “A Statement of.... the extent to which the student will be able to participate in the regular educational program (list of classes, subjects, etc.) with time allocation...” If the student participates in a school/grade, that has a schedule which is the same for all students in that grade the team may complete the first statement and then simply note the exceptions, i.e., when this student will not be participating within the regularly scheduled program because he/she is receiving a special education service or participating in a special education program. For example, “...except for a 90 minute language arts block/day during which she will be collaboratively taught by resource and classroom teacher.” Or “except 2 and ½ hours each day during the scheduled language arts, math, and social studies time when he will be scheduled into the self contained classroom.” For programs that are more individualized, such as high school programs where students have options regarding which courses they select each year, a district should attach a checklist form which provides the school day’s periods in time allocations and then this section could be individually marked for this student For example, “...except for 47 minute functional English class in the resource program which she is taking in place of the standard 10th grade English class.”

Assessment Page

40) Statement of State/District Assessment

Most students will participate in a state or district assessment without any alterations. However, for those students with disabilities who need some adjustments in the state or district assessment one or both of the following sections (40a, 40b) needs to be completed.

40a) Accommodations

If the student requires accommodations in the state or district assessments of student achievement complete this section. These accommodations should be related to accommodations that are provided to the student in her/his daily instructional program. A separate accommodation/participation decision is needed for each state assessment instrument IEP team decisions cannot lead to invalid use of instruments. For example, you cannot read the reading comprehension assessment to the student. Please refer to the RIDE accommodation policy for additional information.

40b) Alternate Assessment

If the IEP teams suspects that the student cannot participate in the state or district assessment even with accommodation, it should refer to the RIDE criteria for eligibility for alternate assessment to determine if the student qualifies. If the student does qualify for an alternate

assessment the IEP team should complete this section.

41) Reevaluation

This section will provide information on the student's reevaluation.

42) Print date of last evaluation and date for reevaluation

The reevaluation date cannot be more than 3 years from the date of the last evaluation. If the reevaluation will take place during the time frame of this IEP the team should provide information on the data that the IEP team feels is necessary to conduct the reevaluation.

COMPLETION OF THIS SECTION DOES NOT FULFILL THE REGULATORY REQUIREMENT TO CONDUCT AN EVALUATION. IT DOES PROVIDE DOCUMENTATION OF THE TEAM'S DISCUSSION ON THE DATA.

Last IEP Form Page

43) Consideration of Special Factors

In this section the IEP Team is assuring that it has considered all relevant factors in developing the student's IEP. Certainly not all the factors listed will be relevant for a given student. By checking off N/A (not applicable) the IEP Team is documenting that it considered the factor and determined that in this student's case, it is not relevant. If a factor is relevant to the student then the IEP Team should check off YES and information on the factor should be found elsewhere in the IEP (e.g. on an annual goal or supplementary aids and services page.)

44) Report to Parents on Student's Progress

Describe how parents will be informed of the student's progress towards annual goals. This must be at least as often as progress reports are sent home for nondisabled student.

45) Transportation

Will student take transportation services provided to all students or will student need specialized transportation such as the special needs mini van?

46) Physical Education

Will student participate in a regular grade level physical education class, or an adaptive physical education class in which an individualized program has been developed to meet specific needs that have been identified for this student.

47) Comments

There may be circumstances where parents or school department personnel might want to make additional comments regarding the student's program. If there are specific activities that families will engage in to support the student's IEP they could be stated in this section.

48) Relationship of Service to Evaluation

This statement and the signature beneath document that the IEP Team has considered the needs

identified in evaluation reports. Based on these needs the Team described present levels of performance, developed goals, benchmarks or objectives based on these identified needs and determined services that needed to be provided in the least restrictive environment to achieve the goals.

49) Age of Majority

Beginning at least one year before the student reaches the age of majority, there must be a statement that the student has been informed of his/her rights.

50a) Signature of Student (17 years of age or older)

Documents that the student has been informed of the rights that will transfer to the student at age 18 and been given a copy of the procedural safeguards.

50b) Signature of Local Educational Agency Representative

The local agency representative who is in attendance at the meeting should sign and date the form.

50c) The parent should check the appropriate boxes to document that:

- S/he has received the procedural safeguards
- Accepts the education program outlined
- Does not accept the education program outlined
- The parent should then sign and date the form